



**IMPROVING TRANSITION OUTCOMES
FOR YOUTH WITH DISABILITIES PROJECT (ITOP)
MULTI-AGENCY UNIFIED STATE PLAN**

Sponsor

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EXECUTIVE SUMMARY

On September 30, 2003, the California Workforce Investment Board (State Board) received a grant from the U.S. Department of Labor's (DOL) Office of Disability Employment Policy (ODEP). The purpose of the grant project was to work with federal, state and community agencies and organizations to help young people with disabilities in making the transition into the workforce. The grant has also provided an opportunity for system change in creating a more youth friendly one-stop system, provide outreach to the community and employers on resources and services for youth with a disability, and, help youth with disabilities transition to self-sufficient adults.

DOL/ODEP Requirements

As part of the requirements of the grant, DOL/ODEP asked states to:

- Direct the mapping of resources to assess the delivery of youth services in light of evidence-based transition operating principles, identifying available assets and resources within the state;
- Develop, implement and evaluate a multi-year state plan that will enhance transitional outcomes for youth with disabilities;
- Conduct local demonstration projects to determine ways in which youth with disabilities can obtain transition services through community partnerships and intermediary organizations; and
- Collaborate with federal, state and local public and private sector resources to demonstrate the long-term sustainability of the grant objectives within California.

PLAN DEVELOPMENT

For purposes of this State Plan, "Disability" is a physical or mental impairment that substantially limits or restricts the condition, manner, or duration under which an average person in the population can perform a major life activity, such as walking, seeing, hearing speaking, breathing, learning, working, or taking care of oneself. (An impairment or diagnosis, in and of itself, does not necessarily constitute a disability: it must "substantially limit" these activities.¹

Through a series of stakeholder meetings and online conferencing, and work group meetings, a discussion draft document was constructed and used as a basis for development of the Multi Agency Unified State Plan (State Plan) and presented to the ITOP State Advisory Group. State Board staff took the discussion draft and created the framework for development of the State Plan.

The framework considers three overarching themes:

- Aligning systems
- Preparing and supporting people with disabilities for employment
- Meeting the needs of business.

The above overarching themes are consistent with the Governor's Committee on Employment of People with Disabilities (GCEPD) themes; support the AB925 Comprehensive Strategy; the DOL Youth Vision; The California Council on Youth Relations Roundtables; and the State Board Two-Year Workforce Investment Act (WIA) Strategic Plan.

The DOL Employment and Training Administrations Strategic Vision for Youth Services under WIA has identified the youth most in need as:

- Foster Youth

¹ Harvard University Accessible Education Office (<http://www.fas.harvard.edu/~aeo/>)

- Incarcerated Youth
- Migrant Youth
- Youth of Incarcerated parents
- Youth with Disabilities
- Native American and Indian Youth

Youth with disabilities intersect all youth populations identified as youth most in need and as explained in the following paper written by the National Collaborative on Workforce and Disability (NCWD).

Why Do I Need to Care about Providing Effective Services to Youth with Disabilities in Implementing ETA's Youth Vision? The Numbers Speak for Themselves

"Disability is a natural part of the human experience. People with disabilities appear throughout our society; in all ethnic groups, geographic regions and governmental programs and services. Yet there continues to be a stubborn dilemma facing youth with disabilities. That is, in spite of supportive legislation and identified effective practices, these youth continue to experience high unemployment as well as insufficient opportunities to obtain competitive employment with the potential of career growth. Compared to their non-disabled peers, youth with disabilities are more likely to live in poverty and be dependent upon public assistance programs.

Consider the following facts:

- *Special education students are more than twice as likely as their peers in general education to drop out of high school;*
- *Current special education students can expect to face much higher adult unemployment rates than their peers without disabilities;*
- *The adjudication rate of youth with disabilities is four times higher than for youth without disabilities;*
- *The pregnancy rate for youth with disabilities is much higher than the national average: among females with learning disabilities, for example, 50% will be pregnant within three years of school exit;*
- *Young adults with disabilities are three times likelier to live in poverty as adults than their peers without disabilities;*
- *More than half of youth identified with mental health needs will drop out of school and only between five and 20 percent will enter postsecondary education;*
- *Less than a quarter of youth with mental health needs will receive any formal services from mental health or social service agencies;*
- *Two thirds of those with learning disabilities are not identified by the school system. The majority of this population of youth with disabilities tends to be very poor,*

disproportionately female and minority, and more often than not they have not graduated from high school; and

- *There are some limited studies emerging that are beginning to document high representation of youth with learning disabilities in populations of runaway and homeless youth, in the foster care system, and in the juvenile justice system."*

Alternative Education

In 2001, the University of Minnesota received a grant from the U.S. Department of Education's Office of Special Education Programs to conduct research on alternative schools across the country. Special emphasis was given to studying how and the extent to which students with disabilities are being served within these settings. This study² revealed that about 12% of all students in alternative schools and programs for at-risk students were special education students with Individualized Education Programs (IEP). The percentage of special education students varied widely between districts—ranging from 3% to 20% (typically students with learning or emotional/behavioral disabilities). It is clear students with disabilities are attending alternative schools; yet, questions remain about the extent to which and how students with disabilities are being served in these settings.

Foster Care Youth

"As many as 98% of children in the foster care system have disabilities" --Karen Jorgenson of the National Foster Parent Association (NFPA).

Problems identified range from relational and coping difficulties and school failure to emotional and behavioral disturbances causing moderate to severe impairment, with conduct disorder, attention disorders, aggressive behavior, and depression being the most common. It is estimated that between 20% and 60% of young children entering foster care have a developmental disability or delay. These types of disabilities include cerebral palsy, mental retardation, developmental delays, and learning disabilities, as well as speech, hearing, and vision impairments. This compares with an estimate of about 10% among the general population.³

Youth in the Juvenile Justice System

30% to 50% of incarcerated youth have disabilities (Casey & Keilitz, 1990; Murphy, 1986). The prevalence of youth with disabilities is three to five times greater in juvenile corrections than in public school populations. This troubling phenomenon, called *overrepresentation* or *disproportionate representation*, occurs most frequently among incarcerated youth with emotional or behavioral disorders (EBD), attention deficit hyperactivity disorder (ADHD),

² *Alternative Schools and Students With Disabilities: Identifying and Understanding the Issues, National Center on Secondary Education and Transition Information Brief (October 2004)*

³ *Comprehensive Assessments for Children Entering Foster Care: A National Perspective, PEDIATRICS Vol. 112 No. 1 July 2003, pp. 134-142*

learning disabilities (LD), and mild mental retardation (MR) (Rutherford, Bullis, Anderson, & Griller, 2000). These disabilities often occur together.⁴

Migrant Youth

Farmworkers in general have high rates of depression. Extreme poverty and hardship, the stress of job uncertainty and frequent moves, and social stigmatization and isolation are contributing factors. This is true for children and youth as well. Studies have also linked depression in teenage workers to long hours of work in high-intensity, low-skilled jobs—precisely the kind of labor undertaken by farmworkers.

As a result of these pressures, farmworkers are vulnerable to substance abuse, which can alleviate pain and offer a temporary escape from difficult lives. It also includes drugs taken for the express purpose of getting more work done. Some farmworker youth use drugs "in order to fulfill the demands of work. This is particularly true for boys and young men working at the piece rate, where the pace at which one works directly determines earnings. "They use speed to make it through the day."

Juvenile farmworkers are routinely exposed to dangerous pesticides, suffering rashes, headaches, dizziness, nausea and vomiting. Long-term consequences of pesticide poisoning include cancer, brain damage, and learning and memory problems."⁵

There is no clear data tracking concerning how many youth with disabilities compose these populations and the data available is often under reported. In the Workforce Investment Act (WIA) programs individuals self-identify their disability that creates some degree of barrier to employment. Youth data for WIA Program Year 2005-06 to date (May 31, 2006) reported 3201 youth served via formula funds⁶ and 76 youth served by Governor's 15% funds.

The California Department of Education has identified 681,000 students with a disability enrolled in special education. Of those 681,000 special education students 222,869 are transition age youth, 14-22. (See Tables 1 & 2)

Without a coordinated and comprehensive service delivery system, youth with a disability may be under-supported, lack access to respite care, employment assistance, and other specialized

⁴ *The National Center on Education, Disability and Juvenile Justice*

⁵ *Fingers to the Bone: United States Failure to Protect Child Farmworkers (2000)*

⁶ Formula funds are the funds allocated to the local Workforce Investment Areas in CA. Of the WIA funds received from the National WIA allocation, CA reserves 85% as formula funds and 15% in the Governor's Discretionary fund.

transition programs. Early identification is a challenge and may result in inappropriate placement decisions and inadequate provision of services for children and youth with disabilities.

Partners in the development of the ITOP State Plan Vision, Goals, and Objectives included youth, parent advocates, employers, local and State public/private agencies. These partners were very engaged in the ITOP project, by developing the State Plan framework, and identifying specific strategies and tasks to support the framework. In the development of the State Plan the partners took into consideration early intervention and prevention as key to youth becoming self-sufficient adults.

Through the State Plan development process the partners identified the following outcomes:

- Interagency Collaboration
- Interdisciplinary Collaboration
- Functional, Life Skills and Curriculum
- Student Input and Self-Determination/Advocacy
- Family/Parent Input
- Career, Vocational, and Education Assessment
- Social/Personal Skills Training
- Integrated Classroom/Program/Community
- Business/Industry/School Linkages
- Effective IEP Documents and Procedures
- Improved Reporting and Data Collection

STATE PARTNERS:

California Department of Corrections and Rehabilitation/Division of Juvenile Justice
California Department of Education Special Education Division
California Foundation for Independent Living Centers
California State Independent Living Council
Chancellor's Office of California Community Colleges, DSPS Unit
Department of Mental Health
Department of Rehabilitation
Department of Social Services Foster Care Ombudsman
Employment Development Department Workforce Inclusion Policy Section
Governor's Committee on Employment of People with Disabilities
Sonoma State University/California Institute for Human Services
California Department of Alcohol and Drugs

FEDERAL PARTNERS:

Department of Labor Office of Disability Employment Policy (DOL/ODEP)
National Collaborative on Workforce and Disability (NCWD)
Social Security Administration Center for Disability

EMPLOYERS, LOCAL AGENCIES, AND COMMUNITY PARTNERS INCLUDE:

Able-Disabled Advocacy, Inc., San Diego
Crossroads Employment Services
Jewish Vocational Services
LILA Project UCLA
Pride Industries
San Francisco Support For Families
Shasta Smart Career Connections
Ventura County Workforce Investment Board
Work Training Programs, Inc. of Ventura

FRAMEWORK FOR A MULTI-AGENCY UNIFIED PLAN

The framework supports a comprehensive approach to system change and coordination. It encompasses the quality elements of a Comprehensive Youth Serving System as the basis for the State Plan, outlining the plan vision, goals and objectives. Further State Plan development addresses specific strategies and task to accomplish the goals, objectives, and the above outcomes.

VISION STATEMENT

As a result of sustained leadership and collaboration, a youth-guided and user-friendly system will exist to promote academic, career and personal development to support youth with disabilities and to assist them to achieve their personal goals and fulfill their highest potential. All youth and caring adults will have readily accessible information that supports and provides resources for this effort.

QUALITY ELEMENTS OF A COMPREHENSIVE YOUTH SERVING SYSTEM

I. ACADEMIC EXCELLENCE

Goal: Youth with disabilities are engaged in their learning and supported to achieve high academic standards.

Objective 1: School personnel (educational staff and administrators (K-18), youth with disabilities and parents/advocates understand the relationship between academics, work-based learning and transition connecting activities.

Objective 2: Students have the academic, social and emotional assets and strengths they need in order to be prepared for transition

Objective 3: All transitioning youth demonstrate career competency and are prepared for the workplace and/or post secondary education.

Objective 4: All transitioning youth and their parents/advocates will have the education, information, and support needed to maximize academic achievement and prepare for post secondary education and career options

Objective 5: The schools and community organizations collaborate to ensure that transitioning youth have a wide range of post school services and support to succeed in adult life

II. CAREER DEVELOPMENT

GOAL: Youth with disabilities are engaged in their learning about choices that enable them to match their interests, abilities and skills with a career.

Objective 1: Schools provide age appropriate career development learning opportunities and transition youth to the next level.

Objective 2: Employers are encouraged to provide a wide variety of opportunities for youth with disabilities.

Objective 3: Increase career development resources and comprehensive services for out of school youth.

Objective 4: All possible funding sources need to be identified, effectively utilized. The issue of sustainability must also be addressed

Objective 5: Career development plans focus on the individual and connects them with appropriate career development resources

III. YOUTH DEVELOPMENT AND SUPPORT

GOAL: All youth with disabilities and associated adults will have readily available access to resources and services to help make informed decisions about their future.

Objective 1: Coordinated efforts are in place to identify youth with disabilities at the earliest opportunity.

Objective 2: All youth are connected to a comprehensive support network of caring adults and peers to assist them in developing self-sufficiency

Objective 3: Information and resources on youth development and support services are in place, up to date, user friendly and widely available.

Objective 4: All youth have access to resources that support the development of personal, social and independent living skills critical to their successful transition to adulthood.

IV. YOUTH LEADERSHIP

GOAL: All youth take an active role in designing, implementing and evaluating the activities and opportunities available to them. Disabled Youth are engaged and visibly active in leadership roles.

Objective: Age appropriate opportunities are available for youth with disabilities to learn and develop leadership skills.

V. COMPREHENSIVE APPROACH

GOAL: Each community has a formal, comprehensive network that provides the foundation for an equitable and coordinated system of care for youth with disabilities and their families.

Objective 1: Community leaders, schools, service organizations, families, businesses and other partners are engaged at the state and local levels to implement intermediary networks that support youth with disabilities

Objective 2: An operational infrastructure is in place that supports a systems wide approach to improving transition outcomes for youth with disabilities. Intermediary networks and community organizations collaborate on a wide range of employment, educational, support, and training related activities.

Objective 3: Intermediary networks engage in coordination of systems and services to ensure maximum utilization of resources and a quality system responsive to emerging needs.

Objective 4: Intermediary networks and community organizations engage in comprehensive outreach and advocacy to promote increased understanding and services, ensure all components of the system are connected, and the community supports a focus on youth issues.

PLAN IMPLEMENTATION AND EVALUATION

When the State Plan is reviewed and approved by the Secretary of the Labor and Workforce Development Agency and the appropriate State agency partners, the next step

is to develop an implementation plan using the following Strategies and Task as a guide. In the implementation plan, State agency role and responsibilities, timelines, and resources will be identified. Three years from the date of implementation, through self-evaluation, continuous improvement, and system change assessment, agencies will have data and outcomes to identify those strategies that were most successful in meeting the State Plan goals, objectives, and outcomes.

IMPROVING TRANSITION OUTCOMES PROJECT MULTI-AGENCY UNIFIED STATE PLAN STRATEGIES AND TASKS

I.ACADEMIC EXCELLENCE

GOAL: *Youth with disabilities are engaged in their learning and supported to achieve higher academic standards.*

I.1. Objective: *School personnel (educational staff and administrators (K-18), youth with disabilities and parents/advocates understand the relationship between academics, work-based learning and transition connecting activities.*

STRATEGIES		TASKS
I.1.1	Enhance the knowledge and skills of school personnel by providing training on transition topics: planning, self determination, self-advocacy, disability sensitivity, laws, best practices, and effective use of learning accommodations, (including technology).	a) Provide local and statewide training opportunities on youth transition topics.
		b) Utilize existing training opportunities through in-services, conferences, and classes.
		c) Develop and disseminate curriculum that includes postsecondary education and training.
		d) Encourage teacher credentialing systems and university systems to ensure that systemic training is provided.
		e) Provide opportunities and incentives to school personnel to complete transition training that includes continuing education units.
I.1.2	Collaborate with emerging or existing groups working on school reform initiatives to ensure that the Quality Elements of a Youth-Serving System are integrated into Policy and School Reform agendas	a) Identify and inform school reform agents on the subject matter related to youth with disabilities.
		b) Provide equitable access to a full range of academic and non-academic courses and programs of study for youth with disabilities.
		c) Expand opportunities to engage youth with disabilities in workplace experiences that support academic learning.
		d) Promote multiple post-secondary experiences.
		e) Initiate the concept that individual transition plans drive instruction and academic support for each student with a disability

I.2. Objective: *Students have the academic, social and emotional assets and strengths they need in order to be prepared for transition.*

STRATEGIES		TASKS
I.2.1	Engage youth in their transition process based on their developmental assets. Include their schools, parents/advocates, youth-serving organizations and the employment and training community at large	a) Initiate the implementation of academic asset-based programs for special education students in the schools.
		b) Create activities that increase parent, family and advocate participation in the transition process with youth.
		c) Initiate the development of adult systems that support youth in the transition process including service organizations, and the community as a whole.
		d) Provide trainings and workshops for youth, parents/families, and community organizations that help youth with disabilities identify and build on the developmental assets to facilitate positive transitions to adult life
		e) Integrate developmental assets into community mapping endeavors.
I.2.2	Provide sensitivity training to educate youth and youth-serving organizations about disabilities, self-advocacy and how to communicate their needs for accommodations.	a) Survey the schools and the community to determine existing education and trainings for youth about their disabilities.
		b) Develop common understanding of disabilities, the value of self-advocacy and communication skills required to express needs for accommodations among all partners
		c) Identify and adapt effective sensitivity and self-advocacy curriculum for youth with disabilities for use by schools and community organizations.
		d) Promote the expansion of sensitivity and self-advocacy training for youth with disabilities in and with schools and service organizations.
		e) Educate employers on accommodation issues for youth with disabilities and assist youth in defining and identifying their needs to employers.

I.4. Objective: *All transitioning youth and their parents/advocates will have the education, information and support needed to maximize academic achievement and prepare for post secondary education and career options.*

STRATEGIES		TASKS
I.4.1	Support programs that provide youth and parents/advocates with education on the importance of high school graduation/completion and the impact of educational attainment on career options.	a) Provide ongoing activities that increase awareness for youth and parents/advocates of academic and career requirements, including disability information, academic conference and transition planning.
		b) Ensure documentation in the Individual Education/Transition plans of academic support needed to complete high school and postsecondary options.
		c) Provide education and training for youth on their disabilities, the transition process and self-advocacy to achieve post-secondary goals

I.4.2	Ensure access to academic support that will support high school graduation/completion and postsecondary education and career options	a) Provide academic programs to supplement school curriculum and support youth with a disability in meeting high school graduation/completion requirements.
		b) Develop connections and activities with post secondary education and career-technical programs that increase post high school options for youth with a disability.
I.4.3	Ensure access for youth to participate in life skills curriculum to prepare them for postsecondary school goals and achieving economic self-sufficiency.	a) Review existing life skills curriculum that prepare youth with disabilities for independent living and identify best practice models.
		b) Promote and expand life skills curriculum being provided to youth with disabilities in the schools and through community organizations.
		c) Ensure that life skills curriculum is a part of the youth's IEP and or transition plan.

I.5 Objective: *The schools and community organizations collaborate to ensure that transitioning youth have a wide range of post school services and support to succeed in adult life.*

STRATEGIES		TASKS
I.5.1	Develop community resource mapping to provide youth and parent/advocates with a list of all available programs and services.	a) Convene a meeting of the schools and community organizations to develop resource mapping in local areas.
		b) Develop a map of existing community resources that can be effectively utilized by youth, parents/advocates and community providers.
		c) Provide training for all partners in assessing transition options and how to use technology for web-based access to resources.
		d) Identify and prioritize the need for resources that are not available in your communities
I.5.1	Develop post-school services as part of the Individual Education Plan to ensure continuity of services for youth in achieving long-term goals.	a) Identify and include agencies and institutions with IEPs to facilitate the transition from school to adult life for youth with disabilities.
		b) Develop agreements between schools, agencies and institutions to ensure effective linkage with post-school services.
		c) Develop protocols for coordination between the schools and agencies providing post school services

II. CAREER DEVELOPMENT

GOAL: Youth with disabilities are engaged in their learning about choices that enable them to match their interests, abilities and skills with a career.

II. 1. Objective: *Schools provide age appropriate career development learning opportunities and transition youth to the next level.*

STRATEGIES		TASKS
II.1.1	Promote training and preparation in career development for teachers from pre-school through post-secondary institutions	<p>Use the <i>NATIONAL CAREER DEVELOPMENT GUIDELINES</i> to train all teachers and school personnel in the three domains listed to achieve all the goals under each domain for each child.</p> <p>The three domains:</p> <ol style="list-style-type: none"> 1. Personal Social Development 2. Educational Achievement and Lifelong Learning and 3. Career Management <p>Content is further described by eleven goals. The goals define broad areas of career development competency.</p>
II.1.2	Support the provision of a wide range of employment opportunities for youth with disabilities.	<p>a) Use the <i>Guideposts for Success</i> and the following assessment activities:</p> <ul style="list-style-type: none"> • Interests and abilities • Preferences of environment, hours, location, activity, etc. • Accommodations and supports • Career opportunities • Potential social relationships • Earnings and benefits • Transportation • Long range plans <p>b) Provide career awareness, exploration and preparatory activities in school and community-based settings</p>

II.2. Objective: *Employers provide a wide variety of opportunities for youth with disabilities*

STRATEGIES		TASKS
II.2.1	Encourage access to work based learning for all youth including youth with disabilities...	a) Initiate collaborative efforts between the schools, community organizations and employers to provide youth with disabilities access to work based learning experiences.
		b) Develop training for intermediary organizations on inclusion of special needs youth, person centered planning, and integrating work skills with work based learning experiences.
		c) Provide youth with a wide range of work experience opportunities including employer site visits, job shadows, community service, work skills training, paid internships and competitive employment.
		d) Promote school policies and guidelines that connect work experiences to vocational studies and that support youth with disabilities in receiving school credit.
		e) Provide youth with opportunities to gain work experience in areas that match their career and occupational interests
II.2.2	Engage Employers as full workforce partners in providing employment opportunities and developing workforce skills and career goals with special needs youth.	a) Engage employers in intermediary efforts to develop recognized work skills standards (i.e. SCANS, Work Keys) that support youth in transitioning from work based learning to competitive employment in their communities.
		b) Engage employers to provide work based learning components as part of work experiences including career exposure, work skills training, internships, employment and career development
		c) Inform employers on incentives, accommodation needs, and customized employment strategies, related to special needs youth.
		d) Develop training and support for employers to serve as workplace and industry mentors for youth.
		e) Engage employers to develop customized employment strategies such as job coaching, personal agents job carving, supported work, micro-enterprise.

II.3. Objective: *Increase career development resources and comprehensive services for out of school youth.*

STRATEGIES		TASKS
II.3.1	Connect youth with disabilities with career development and comprehensive services prior to exiting school; service will follow them in achieving post school goals and independent living.	a) Identify and include community organizations and resources in the Individual Education Plan (IEP) meetings that address secondary transition and plans with youth and families prior to exiting high school.
		b) Promote programs that provide youth with needed services after exiting high school including career development, post secondary education, employment and case management support.
		c) Develop protocols to coordinate follow up by secondary schools and community organizations to evaluate the progress of youth in achieving post high school goals
II.3.2	Increase collaboration among intermediary organizations providing services to out of school youth with disabilities.	a) Encourage the development of an intermediary organization to coordinate the provision of career development and comprehensive services for out of school youth.
		b) Utilize resource map (Objective 1) to identify all existing post-school services available for youth including career development, case management, employment, health services, and benefits planning.
		c) Develop mechanisms for coordination and tracking of services for youth with disabilities including youth involved in multiple systems of care (i.e. mental health, foster care, county probation, and juvenile justice).
		d) Initiate community needs assessment and strategic planning to identify and prioritize service gaps and barriers to participation in services by youth.
		e) Develop an action plan and strategies for addressing service gaps and identifying youth who are not receiving needed help.

II.3.3	Promote access to the services and resources needed to achieve career goals and independent living for all out of school youth.	<p>a) Provide training and support for adult service providers on inclusion and customized services to support access for youth with disabilities.</p> <p>b) Develop service systems that support each youth needing career development and case management services having access to them to provide continuity of care from high school. Engage employers and the business community in providing out-of school youth with access to occupational training and employment.</p> <p>c) Advocate for funding as intermediary organizations and individual service organizations to provide increased career development and comprehensive services for out-of-school youth.</p>
	Engage out of school youth in obtaining the career development and comprehensive services needed to succeed in independent living.	<p>a) Develop a resource directory of career development and comprehensive services for out of school youth.</p> <p>b) Develop effective outreach strategies to identify out-of-school disabled youth and engage them in career development and needed services.</p> <p>c) Provide training and education for out-of-school youth on existing resources, benefits planning, how to request reasonable accommodations, community orientation and mobility services, personal services and assistive technologies.</p> <p>d) Connect out-of-school youth who are not receiving services with a primary case management resource that can assist them in meeting their needs.</p>
		e) Connect with various community and agency partners, such as education, probation, juvenile justice and social service partners, to identify out-of-school youth

II.4. Objective: *All possible funding sources need to be identified, effectively utilized. The issue of sustainability must also be addressed.*

STRATEGIES		TASKS
II.4.1	Increase collaboration between agencies to maximize and sustain funding.	a) Identify youth serving agencies and organizations, government organizations, and a base of the community, including businesses, foundations and legislators to identify funding and maximize current resources...
		b) Hold a summit meeting to begin discussion on the need for blending and sustainability of available resources and include advice expertise on all available funding sources currently in place.
		c) Highlight agencies that have effectively blended funding sources and have sustainability plans in place.
		d) Identify need for additional flexibility and/or waivers from funding sources and communicate with them.

II.5. Objective: *Career development plans focus on the individual and connects them with appropriate career development resources*

STRATEGIES		TASKS
II.5.1	Encourage a person centered approach to develop a career plan for youth with disabilities.	a) Develop training for school personnel, youth, and parents/advocates in person center planning.
		b) Identify appropriate assessment tools that identify individual skills, interests and abilities through assessment tools.
		c) Identify appropriate resources using the resource map.
		d) Consider options/alternatives using a community based adult team, as needed.
		e) Support the development of a transition plan that addresses career development annually in IEP starting at age 14 or younger

III. YOUTH DEVELOPMENT AND SUPPORT

GOAL: All youth with disabilities and caring adults will have readily available access to resources and services to help make informed decisions about their future.

III.1. Objective: *Coordinated efforts are in place to identify youth with disabilities at the earliest opportunity.*

STRATEGIES		TASKS
III.1.1	Promote early identification and intervention of young children with disabilities.	a) Conduct workshops and trainings on the importance of early identification, recognizable signs for concern, and diagnostic resources
		b) Identify, train and support at least one parent/advocate per child on youth development and support issues.
		c) . Identify agencies and groups serving young children and parent/advocates.
		d) Identify youth with disability at the earliest possible age.

III.2. Objective: *All youth are connected to a comprehensive support network of caring adults and peers to assist them in developing self-sufficiency.*

STRATEGIES		TASKS
III.2.1	Encourage family members and primary caring adults to be engaged and supported in assisting youth transition to adulthood.	a) Ensure the inclusion of family members in case conferences and developing plans for transitioning youth with disabilities.
		b) Provide family members and primary care adults with the training and resources needed to support youth in the transition process including housing, survival needs, social, and emotional support.

III.2.2	Youth with disabilities have a personal employment and training transition plan, which guides all other plans.	a) For youth with disabilities served by multiple systems, improve coordination of the transition plan with education, career, and personal development plans. b) Youth with disabilities actively participate in the creation of a personal transition plan. c) Train school personnel, agencies serving youth/adults with disabilities, parents/advocates and other service providers who are part of an Individual Education Plan (IEP) team on how to use Person Centered Planning d) Train and support youth with disabilities in understanding their role in the IEP. e) Develop the IEP and/or transition plan at age 14 or younger.
III.2.3	Engage other caring adults to provide mentoring and support in the transition process	a) Engage teachers, social workers, probation officers, employers, service providers and other adults in developing and implementing the IEP transition plans for youth with disabilities and provide ongoing support to youth in transition. b) Develop mentoring activities to encourage stable relationships with strong adult role models.

III. 3 Objective: *All youth have access to resources that support the development of personal, social and independent living skills critical to their successful transition to adulthood.*

STRATEGIES		TASKS
III.3.1	For successful transition, provide access to the training needed to develop interpersonal skills for all youth with disabilities	a) Ensure programs that provide youth with training that includes communication skills, self-advocacy and conflict resolution. Highlight programs that provide youth training and opportunities that promote positive self-esteem and social skills development. b) Provide training and activities for youth and their support networks that promote an asset-based approach to foster a sense of positive personal identity c) Provide community service opportunities for youth with disabilities to promote community responsibility and involvement.

III.3.2	Support access to independent living skills training and support services to increase positive transition outcomes.	a) Highlight programs that provide youth with disabilities access to life skills training to prepare them for independent living including financial literacy, consumer skills, relationships, health and daily living, and employment.
		b) Provide youth with disabilities training and access to specialized needs including benefits planning, assistive technologies, accommodations and personal services

III.4 Objective: *Information and resources on youth development and support services are in place, up to date, user friendly and widely available.*

STRATEGIES		TASKS
III.4.1	Utilize a resource map for career development information and resources.	a) Identify a broad range of agencies and groups serving disabled youth and parent/advocate support groups to include:
		<ul style="list-style-type: none"> Agencies that serve out of school youth, i.e. childcare, transportation, housing, independent living skills, human/social service, and health, etc
		<ul style="list-style-type: none"> Convene a meeting to develop a local resource map and input this information into a user-friendly database, tested by those who will utilize it (youth and parents/advocates and professionals).
		<ul style="list-style-type: none"> Determine how the resource map will be current and kept up to date.
		<ul style="list-style-type: none"> Identify ways that disabled youth can be involved, i.e. leadership roles or work experience.
		<ul style="list-style-type: none"> Identify gaps in services and resources for disabled youth and develop collaborative solutions.
		b) Create a variety of other means to provide easily accessible information for youth with disabilities and their parents/advocates and widely disseminate them, i.e. newspaper articles, website, workshops, brochures, etc.

IV. YOUTH LEADERSHIP

GOAL: All youth take an active role in designing, implementing and evaluating the activities and opportunities available to them. Youth are engaged and visibly active in leadership roles.

IV.1. Objective: *Age appropriate opportunities are available for youth with disabilities to learn and develop leadership skills.*

STRATEGIES		TASKS
IV.1.1	From pre-school throughout post-secondary, educational experiences should provide opportunities to learn and practice leadership skills, including self-advocacy and self-determination.	a) Review currently used leadership skill, self-advocacy and self-determination curriculum to include:
		<ul style="list-style-type: none"> Personal, social, and educational development.
		<ul style="list-style-type: none"> Provide access to training on these topics for school personnel, agencies serving youth and adults with disabilities and parents/advocates, to ensure leadership, self determination, and self-advocacy are integrated into the school and to help build a sense of equal opportunity learning communities.
		<ul style="list-style-type: none"> Inform parents/advocates of training opportunities and enlist their support to serve youth with disabilities.
		<ul style="list-style-type: none"> Encourage colleges and universities preparing students to work in education (pre-school through high school) to include, specific and appropriate courses and content
		<ul style="list-style-type: none"> Identify new/alternative curriculum that includes education techniques for youth with disabilities.
		b) Ensure youth with disabilities have equal access to leadership skills training and opportunities in community settings.

IV.1.2	Provide opportunities to participate in variety of equal leadership roles (including those that make decisions, drive policies and shape the system serving them) through coordinated efforts.	a) Provide opportunities for youth to have leadership opportunities and document leadership, self-advocacy and self-determination activities within the youth's IEP
		b) Request feedback from youth to determine additional training and support needs.
		c) Eliminate barriers to participation, i.e. transportation, accommodations,
		d) Ensure participating youth with a disability to identify and mentor other youth to learn and participate in leadership activities.

V. COMPREHENSIVE APPROACH

GOAL: Each community has a formal, comprehensive network that provides the foundation for an equitable and coordinated system of care for youth with disabilities and their families.

V.1.Objective: *Community leaders, schools, service organizations, families, businesses and other partners are engaged at the State and local levels to implement intermediary networks that support youth with disabilities.*

STRATEGIES		TASKS
V.1.1	Support community planning meetings that bring community leaders and intermediary partners together to form networks that support youth with disabilities.	a) Convene a community meeting with intermediaries to discuss the current status and the potential for future collaboration.
		b) Develop an initial action plan for implementing an intermediary network.
		c) Conduct an initial assessment of intermediary efforts, existing services, and systems of care involved in transition for youth with disabilities.
		d) Identify a list of intermediaries needed for successful collaboration on transition issues for youth with disabilities.
V.1.2	Intermediary networks that serve or advocate for youth, are formed based on existing best practices.	a) The Communities of Learning is a best practice model for intermediaries sharing information and working together
		b) The Intermediary Guidebook is a best practice model for developing intermediary networks that manage community connections with partners of youth with disabilities
V.1.3	Develop intermediary networks that include community leaders, school districts, service providers, parents and families, employers, and youth to develop a coordinated transition system for youth with disabilities.	a) Convene core partners to establish an intermediary network or council to support transition services for youth with disabilities
		b) Ensure representation from all core constituencies.
		c) Develop steps to form the Intermediary that include:
		✓ Identify staff support needed for the intermediary network and define intermediary partner commitments and functions with memorandums of understanding

		✓ Develop a common vision and mission statement for the intermediary network to guide the activities on behalf of youth with disabilities.
		✓ Create an initial action plan with goals and strategies for conducting intermediary network activities.
		✓ Develop a timeline and persons responsible for completing an initial action plan.

V.2. Objective: *An operational infrastructure is in place that supports a systems wide approach to improving transition outcomes for youth with disabilities. Intermediary networks and community organizations collaborate on a wide range of activities.*

STRATEGIES		TASKS
V.2.1	Support opportunities for intermediary partners to educate each other and improve transition for youth	a) Convene conferences focused on transition issues that bring intermediary partners together to share information and resources, discuss issues and develop recommendations to improve transition outcomes for youth with disabilities.
		b) Conduct workshops to provide education and cross training for intermediaries on specific topics related to transition for youth with disabilities.
		c) Provide periodic community forums to update intermediaries and partners on progress in improving transition services and outcomes for youth.
V.2.2	Support Intermediary networks and community organizations that implement community needs assessment inclusive of all partners to determine existing best practices and service needs.	a) Develop format and content of needs assessment with intermediary partners.
		b) Conduct youth focus groups and needs assessment surveys.
		c) Conduct parent focus groups and needs assessment surveys.
		d) Conduct youth service provider focus groups and needs assessment surveys

V.2.3	Community resource mapping is conducted to identify existing services for youth with disabilities and service gaps	a) Develop the format and content of agency surveys to identify information needed for resource map.
		b) Distribute surveys to all agencies working with transition age disabled youth with disabilities.
		c) Compile agency survey information to include program information, special needs youth populations served, and services provided.
		d) Develop a resource map that includes programs and services available, location of services, and populations served.
V.2.4.	Intermediary networks coordinate strategic planning efforts to develop priorities and an action plan for improving transition outcomes for youth with disabilities	a) Community needs assessment results are summarized with best practices identified and service needs prioritized.
		b) Community resource mapping results are summarized with complete existing program information and service gaps identified.
		c) Community resource mapping results are summarized with complete existing program information and service gaps identified.
		d) Review service needs and gaps and prioritize goals and outcomes for strategic plan.
		e) Develop a strategic plan that includes intermediary network goals, strategies and timelines for achieving outcomes.

V.3.Objective: *Intermediary networks engage in coordination of systems and services to ensure maximum utilization of resources and a quality system responsive to emerging needs*

STRATEGIES		TASKS
V.3.1	Improve communications and coordination between intermediaries and systems of care involved with Youth with disabilities.	a) Promote the coordination of services between systems working with youth with disabilities to include the: <ul style="list-style-type: none"> ○ Juvenile justice system, ○ Foster care system, ○ Health and Mental health system, ○ Homeless and pregnant/parenting youth ○ Migrant Youth ○ Native American & Indian Youth
		b) Develop inter-agency agreements that support collaboration in providing services to youth involved with multiple service systems and agencies.
		c) Educate the adult service system about youth and coordinate services between the youth and adult service systems to ensure access for transitioning youth with disabilities from school to independent living.
		d) Ensure coordination between public service systems, non-profit service systems and private sector businesses in providing transition services and support for youth with disabilities.
		e) Develop communication between intermediary networks and organizations with workforce development and the business community to ensure access to opportunities for youth with disabilities.

V.3.2.	Highlight programs that coordinate the accessibility and provision of case management services for the transition of all youth with disabilities.	a) Provide access to case management services that can follow them and support their transition goals for youth with disabilities exiting high school.
		b) Initiate case conferences and integrated case planning for youth with disabilities that includes service providers, parents and families, social workers, probation officers, employers, and others as needed.
		c) Provide the inclusion of all primary support providers needed for the transition process including housing, survival needs, health care, and others
V.3.3	Develop and use of a system that is focused on the quality of transition services provided to youth with disabilities and continuous improvement in that system.	a) Quality of service best practices are to be endorsed and adapted by intermediary networks including client centered and asset based approaches to providing services to youth with disabilities.
		b) Develop quality standards for transition programs and services.
		c) Conduct quality assurance activities that support agencies and programs in maintaining quality standards for the intermediary networks and support service providers serving youth with disabilities.
V.3.4	Develop methods for identification of youth with disabilities involved in multiple systems of care and the sharing of information across service systems.	a) Identify youth involved in juvenile justice, foster care, mental health, homeless services, and pregnant/parenting youth by service systems and organizations serving youth with disabilities.
		b) Develop a method for information sharing, data collection and tracking of youth with disabilities across service systems involved in probation and juvenile justice, foster care, mental health, homeless services, and pregnant and parenting services to coordinate provision of services and improve the quality of care.

V.3.5.	Develop and measure performance related to transition outcomes for youth with disabilities.	a) Review existing performance measures for transition outcomes utilized by funding sources, schools, service organizations and other entities.
		b) Develop standardized outcomes for measuring program and systems performance in supporting youth with disabilities in attaining successful transition to adulthood.
		c) Coordinate the reporting, data collection, and compilation of program and systems performance outcomes.
		d) Evaluate the impact of performance outcomes data on improving transition outcomes for all youth with disabilities.
V.3.6	Develop methods to improve systems accountability, evaluation, and planning for continuous improvement of transition services and outcomes for youth with disabilities.	a) Ensure intermediary networks monitor the accountability of systems including councils, task forces and advisory boards in achieving goals and outcomes impacting transition services.
		b) Conduct periodic evaluations of strengths, weaknesses, opportunities, emerging needs and challenges to assess appropriateness of existing strategic plan.
		c) Conduct ongoing strategic planning activities with updates and revisions to the plan as needed.

V.4. Objective: *Intermediary networks and community organizations engage in comprehensive outreach and advocacy to promote increased understanding and services, ensure all components of the system are connected, and the community supports a focus on youth issues.*

STRATEGIES		TASKS
V.4.1	Improve community awareness and support of youth with disabilities in their transition to adulthood and independent living.	a) Develop community outreach activities through community events and workshops to provide information on transition for youth with disabilities.
		b) Engage youth to participate in community outreach efforts.

V.4.2.	Examine existing policies and advocate for policy changes at the state and local level that improve transition outcomes for youth with disabilities.	a) Ensure intermediary networks members participate on state and local advisory boards to provide input and advocacy on transition issues impacting youth with disabilities.
		b) Ensure State and local intermediary networks and advisory boards coordinate advocacy efforts on behalf of youth with disabilities.
		c) Ensure Intermediary networks and advisory boards develop policy statements and initiatives that support the needs of youth with disabilities.
		d) Ensure Intermediary network members conduct advocacy on policy issues impacting youth with disabilities.
V.4.3.	Develop coordinated funding strategies and initiatives to support transition services for youth with disabilities.	a) Review existing funding sources and develop new potential funding resources.
		b) Develop funding strategies and initiatives to support priorities identified in strategic plans to improve transition services.
		c) Advocate with community leaders and funding sources to fund initiatives to support transition proposals.

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Special Education Division
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TABLE 1

Special Education Enrollment by Age and Disability Statewide Report

Youth 14 – 22 in Special Education

<u>Age</u>	<u>Mental Retardation</u> (MR)	<u>Hard of Hearing</u> (HH)	<u>Deaf</u> (DEAF)	<u>Speech or Language Impairment</u> (SLI)	<u>Visual Impairment</u> (VI)	<u>Emotional Disturbance</u> (ED)	<u>Orthopedic Impairment</u> (OI)	<u>Other Health Impairment</u> (OHI)	<u>Specific Learning Disability</u> (SLD)	<u>Deaf-Blindness</u> (DB)	<u>Multiple Disability</u> (MD)	<u>Autism</u> (AUT)	<u>Traumatic Brain Injury</u> (TBI)	<u>Total</u>
14	3,189	564	326	3,452	342	3,311	890	3,316	36,973	20	336	1,300	162	54,181
15	3,034	488	303	2,310	272	3,465	823	2,874	35,800	15	344	1,109	157	50,994
16	2,968	494	264	1,781	271	3,700	845	2,573	34,055	20	334	815	176	48,296
17	2,871	432	324	1,369	292	3,372	729	2,033	30,165	23	310	665	155	42,740
18	2,177	174	195	450	134	1,400	462	675	10,241	16	277	433	81	16,715
19	1,580	60	75	69	87	364	318	163	1,463	5	188	301	51	4,724
20	1,380	32	40	17	60	144	276	59	339	6	185	215	33	2,786
21	1,186	23	20	17	57	60	209	28	152	5	166	178	13	2,114
22	198	2	4	2	8	6	35	5	10	3	23	20	3	319
Total	44,263	7,608	4,462	176,265	4,798	27,912	15,321	35,650	328,381	266	5,926	29,370	1,747	222,869

TABLE 2

Special Education Enrollment by Grade and Disability Statewide Report

<u>Grade</u>	<u>Mental Retardation</u> (MR)	<u>Hard of Hearing</u> (HH)	<u>Deaf</u> (DEAF)	<u>Speech or Language Impairment</u> (SLI)	<u>Visual Impairment</u> (VI)	<u>Emotional Disturbance</u> (ED)	<u>Orthopedic Impairment</u> (OI)	<u>Other Health Impairment</u> (OHI)	<u>Specific Learning Disability</u> (SLD)	<u>Deaf-Blindness</u> (DB)	<u>Multiple Disability</u> (MD)	<u>Autism</u> (AUT)	<u>Traumatic Brain Injury</u> (TBI)	Total
Kindergarten	1,665	203	215	18,824	215	126	771	834	1,943	17	279	2,636	39	27,767
Grade 1	2,117	338	228	24,526	268	345	940	1,352	4,830	7	305	2,824	55	38,135
Grade 2	2,306	433	231	24,312	281	662	963	1,894	11,287	7	309	2,564	84	45,333
Grade 3	2,435	484	270	22,510	281	1,031	966	2,452	19,079	10	323	2,382	93	52,316
Grade 4	2,614	594	278	18,117	310	1,417	1,053	2,922	25,285	13	336	2,256	99	55,294
Grade 5	2,735	605	297	13,229	314	1,807	964	3,215	29,456	22	361	2,204	117	55,326
Grade 6	2,914	617	286	8,651	340	2,306	1,013	3,251	31,243	10	384	2,003	138	53,156
Grade 7	3,033	565	285	5,931	296	2,688	944	3,274	32,797	11	330	1,733	131	52,018
Grade 8	2,971	618	299	4,204	312	3,047	885	3,240	34,550	18	321	1,424	150	52,039
Grade 9	3,399	592	348	3,040	324	3,996	889	3,365	39,847	16	380	1,285	173	57,654
Grade 10	3,078	493	284	2,100	278	3,836	802	2,822	35,850	19	331	929	170	50,992
Grade 11	2,911	447	279	1,591	249	3,360	783	2,257	31,653	21	310	734	167	44,762
Grade 12	3,962	426	383	1,244	321	2,757	1,057	1,737	26,972	29	427	900	167	40,382
All Others	8,123	1,193	779	27,986	1,009	534	3,291	3,035	3,589	66	1,530	5,496	164	56,795
Total	44,263	7,608	4,462	176,265	4,798	27,912	15,321	35,650	328,381	266	5,926	29,370	1,747	681,969

ADDITIONAL RESOURCES AND INFORMATION

Youth Involved in Multiple Systems

Foster Care System

30-40% of foster youth are in special education (Curtis Richards, National Collaborative on Workforce and Disability / Institute for Educational Leadership)

Over 35% of foster youth are in special education

46% of foster youth fail to complete high school compared with 16% of non-foster youth (Children's Law Center of Los Angeles Fact Sheet)

Juvenile Justice System

32% of juvenile justice youth are in special education compared to 9% of all youth in United States (Quinn, Rutherford, Leone and Nelson 2001) – 46% of these youth had a specific learning disability and 45% had emotional disturbance

45-75% of juvenile justice youth have one or more disabilities including emotional and behavioral disorders, learning disabilities and developmental disabilities (Parent Advocacy Coalition for Educational Rights, 2006)

25-42% of San Francisco juvenile justice youth are in special education depending on the census – an average of 33.5% (Woodside Learning Center, San Francisco Juvenile Probation)

Mental Health Service System

The Transition Age Youth Program (TAYP) estimates 90-95% of youth and young adults seen for services have been in special education (TAYP, Children & Family Behavioral Health Services, and Department of Health). This means that at least 5-10% of youth with mental health disabilities were not in special education

Adult Transition Outcomes for Youth with Disabilities

35% of adults with disabilities have full or part time jobs while the employment rate for adults without disabilities is 78%

26% of adults with disabilities have incomes below \$15,000 annually (poverty level) – 9% of adults without disabilities have incomes below \$15,000 annually

21% of youth with disabilities do not complete high school compared with 10% of youth without disabilities

Source: 2004 National Organization on Disability/Harris Survey of Americans with Disabilities

30% of youth with disabilities do not complete high school.

19% of youth with disabilities enter post secondary education compared to 40% of youth without disabilities

Source: National Longitudinal Transition Study-2, funded by US Department of Education, 2005

California High School Exit Exam Pass Rates (2005)

	Mathematics	English Language Arts
All Students	70%	64%
Special Education	24%	27%

Source: California Department of Education, Division of Special Education, San Francisco Unified School District Data

TERMS AND DEFINITIONS

SCANS, Work Keys	General employability (soft) skills that apply to all occupations and are included in California Career Technical Education Standards.
Individual Education Plan (IEP)	Individual Education plan as mandated by Individuals with Disabilities Education Act for students enrolled in special education.
Person Center Planning	A process to develop plans for services that focus on the individual their personal vision of their future.
Asset-based Approach	A service delivery approach that is based on the Search Institute's 40 Developmental Assets
Benefits Planning	Financial planning that helps individuals consider the impact of work on social security benefits.
Assistive Technologies	Increase independence for individuals through the use of software and hardware and technology advances.
Accommodations	Strategies used by employers and educators to increase the independence of an individual with disabilities in the workplace and the classroom.
Personal Services	Individualized menu of services available for individuals with disabilities.
Intermediary Network	A national association of leading educational and workforce development organizations working in local communities to ensure student success.
The Communities of Learning	An educational reform initiative
The Intermediary Guidebook	A guide for Intermediaries in their function to strengthen the connections among education, workforce development and community resources.
Evidenced-based Transition Principles	A set of processes, procedure, and principles that, when implemented, have been shown to reliably produce a measurable and sustainable improvement in productivity, efficiency, or effectiveness.